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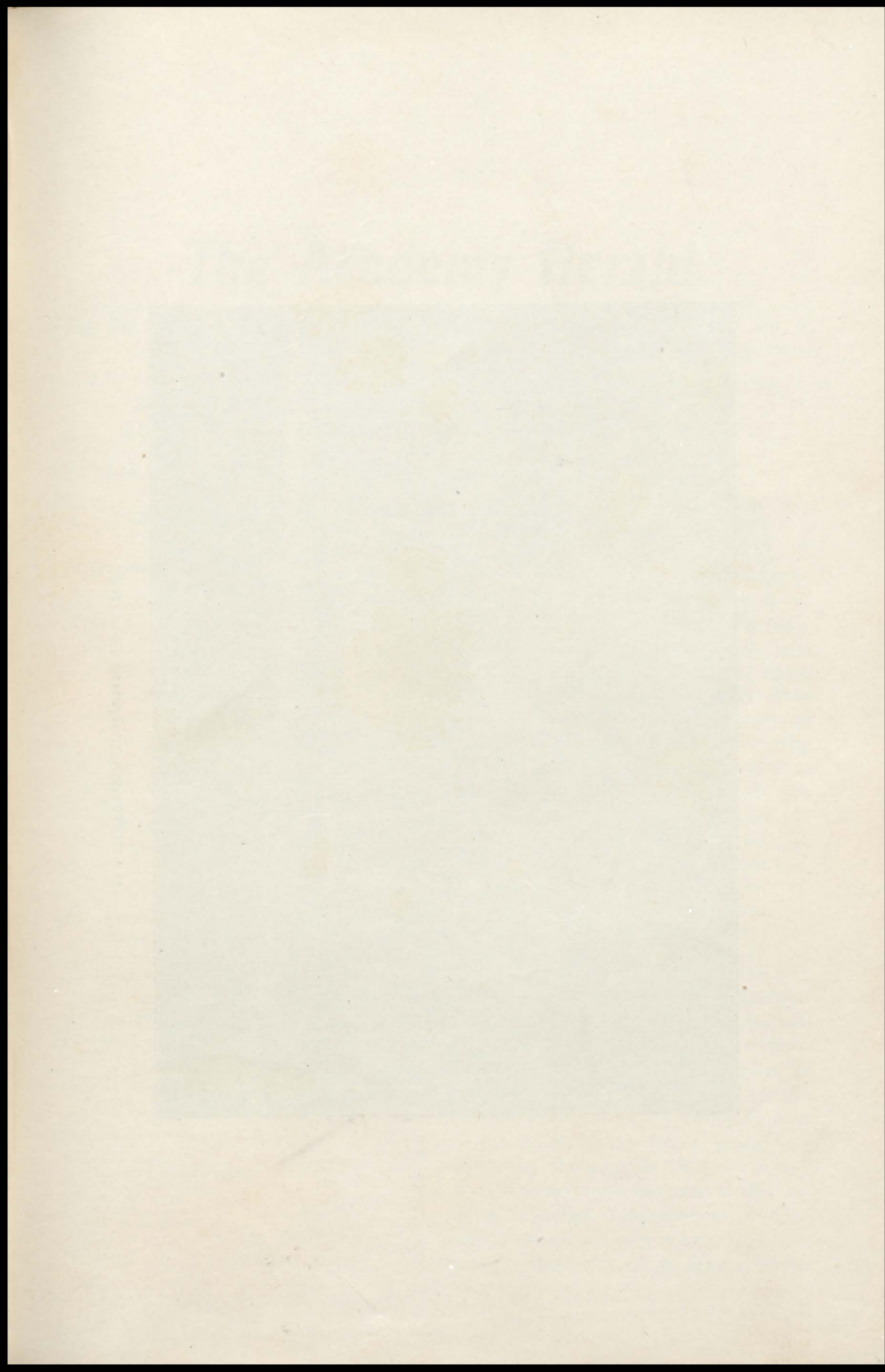
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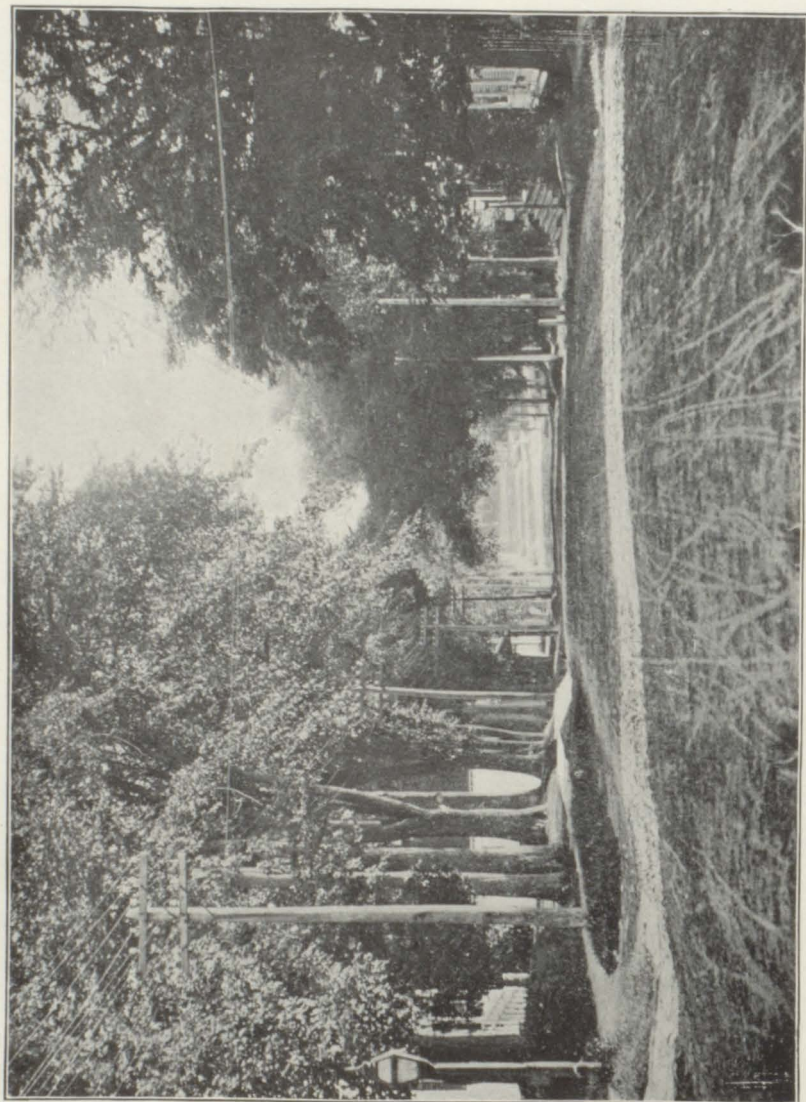
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MAIN STREET, BETHEL, MAINE.

The Academy Herald

Vol. XII.

Bethel, Maine, March, 1908.

No. 2.

THE ACADEMY HERALD

Devoted to the Interest of

GOULD'S ACADEMY

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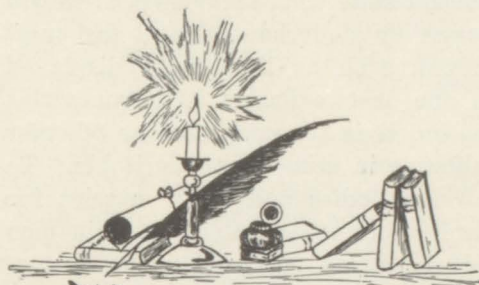
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Table of Contents.

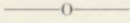
Editorials,	1
Country Life in Maine,	3
Plus Ultra,	4
The Stranger,	5
Needs of Gould's Academy,	6
An Appreciation,	8
Communications,	9
S. B. Kenney, M. D.,	10
Alpheus Ballard,	13
Prize Declamations,	14
Quotations Applied,	15
Ex-Principals of Gould's Academy,	17
Under the School Clock,	19
Athletic Field,	21
School Notes,	21
Manners on the Street,	23
Conundrums,	23
Athletics,	25
Exchanges,	29



EDITORIAL.

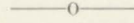
An all pervading school spirit, and an abiding loyalty to the school of which we form a part, will do more than any other one thing to win success in any line of school endeavor. Why should not every student be loyal to his school and to all her interests? Under her direction and discipline we are being trained for manhood and womanhood, and a staunch loyalty is the best return we can make for all her efforts in our behalf. Loyalty and patriotism are both manifestations of the same spirit. The loyal student becomes the patriotic man, and the boy who upholds the rules and principles of his school, becomes the respected, self-respecting, law-abiding citizen. The patriotic spirit of the English is well illustrated by the story of the English sailor, who, returning from a voyage under sunny Italian skies, and sailing up the English Channel in one of the dense fogs for which this locality is noted, remarked to a shipmate, "None of your nasty blue sky here." May each of us take a lesson

from the English sailor and be more loyal to our school, our class, our athletic teams, and all our school organizations and school interests.



When school or college athletics reach a state where players seek to win games by underhanded and dishonest means, such as have been displayed in one or two basket ball games this season, it is time to consider whether athletics in schools are desirable. To develop bodies and build muscles for hard effort is desirable; to train men for the strain and excitement of contests or conflict, is also desirable; but to develop in men a spirit of disregard for fairness and honor, and to lead them to feel that winning regardless of the means or the cost is the thing that counts, is so undesirable, that it should be denounced by all who have to do with the training of youth. We have long been told that athletes are sometimes coached to win their games, not by superior skill in play, but by disabling the opposing team. To injure the most skillful opponent or force him in self defense to commit a foul that will cause his removal from play, appears to have become the strategy of the game. A man who should be known to have accepted a prize for scholarship, won by cheating, would promptly be ostracized. Yet athletes who win a game are cheered wildly by those who well know that the game was won by the most flagrant violations of the rules of the game, and of common honesty. Our first efforts should be aimed at reforming the spectator, and causing him to scorn dishonesty in sport, as he

would scorn dishonesty in any other form. When an audience shall hiss every unfair play, unfairness will cease.



Nature is always fascinating. But at no season does she appear more interesting than in winter: it is then her stories are written in the snow so plainly that "he who runs may read." Not long ago, I walked along an old wood road. On either side were ample evidences that the denizens of the woods had been there. Brer Rabbit and his friends had surely been holding a carnival. From all quarters the queer little three-cornered tracks led into the open space. It was difficult to interpret the different moves. There had evidently been a mad scurrying to and fro. One could easily imagine the little white forms at their frolic. Farther on I espied several lines of delicate tracks leading to a hole under a tuft of grass. There was no mistaking the footprints of the little mischief-makers of the fields. One solitary track crossed the road and led off into the thicket. Reynard had traversed my path evidently not a great while before. The most interesting of all was a bird track. It was rather a large imprint, the length of the longest toe being about two inches. In many places there was a space of a foot between the tracks. The owner had been hard at work on the twigs and weeds, for all along the road his tracks were plainly visible. On my return I startled a large partridge that was feeding beside the road; the mystery was explained. How delightful it would be if one could catch a glimpse

of all these wood-folk as they move about in their accustomed haunts.

—o—

"Think before you speak." This quotation should be memorized and practiced by all of us. It should serve as a check to angry or thoughtless words, which often fall from our lips. If we would only think before we speak, a great many unkind words would remain unsaid. Certainly we do not realize how many plans, and how many hopes have been destroyed by some word, spoken by us in jest. Therefore in anger or in jest, let us measure the force of each word before we utter it.

—o—

There are two classes of people in the world: those who see; and those who both see and feel the beauty and grandeur of science, art, and nature. One of the best illustrations of this is found in the story of the two school boys, who, on a holiday, took a pleasure walk. The next day when being asked how they had spent their holiday, one of them declared it had been the longest, dullest day he had ever experienced, and, in all his walk, he had not seen one interesting thing; the other boy said he had spent a most delightful day and had seen a great many interesting and curious things. And yet these boys had visited the same places. If we look about us, we shall find many like the first boy, but who would not much rather be like the second, who felt and realized the significance of what he saw? We can all gain this power of penetration by consciously forming the habit of being observant and training ourselves to see understandingly.

COUNTRY LIFE IN MAINE.

The State of Maine is of the deepest interest, not only because it is our native State, but because it offers so many privileges and pleasures.

A summer in a Maine village, by a rippling lake or a slowly flowing river, gives an opportunity for enjoyment to the athlete, the invalid, the philosopher and the student. Maine greets them all with a smile. To one, she gives rest and quiet pleasure in the splash of the lake, with the restless rhythm of its tumbling waves, and in long stretches of gleaming waters, bordered by low bending trees. To another, she brings strength of mind and body, in the little canoe or row-boat on the river, where, when tired of exercising, the occupants may gently push aside the overhanging bushes, and there rest beneath some arching elm by the river-side, and read of pleasures as simple as their own.

But you say, "This is too passive." Well, what can you say to a stroll in the woods, where you may come in contact with nature and hear her secrets? Do you know the trees? Can you tell the difference between a gray birch and a white birch? Have you noticed the different varieties of pine; the coarse tassels of the Norway and the finer foliage of the white? Have you made the acquaintance of the maples? No! Then here is an opportunity for work, not wearisome toil, but an interesting, inspiring occupation.

And the birds! What can be more enjoyable than to listen to the sweet notes that ripple from the tiny throats in the distant tree-top? Wouldn't you like to meet the singer? He is shy, but he doesn't entirely eschew man's company. The thrush, the thrasher, the bobolink, the warblers and the sparrows are wanting to know you better. The singing is much better if you know the songster. That voice in the distance is much more enchanting, if you

know it issues from a golden throat.

Here, too, is labor;—no, we'll not call it labor, but the joy of discovery, for the botanist. On every side is something for him to see and learn. For him, the vervain, the meadow rue, the speedwell, the Indian cucumber, the clintonia borialis blooms. Does it bloom for you? Do not tell me you trample them beneath your feet and never pause to learn their humble history.

And winter as well as summer brings its good times to us. When the first good snow storm comes, and the frozen ground is covered with its white mantle, and the trees are loaded with arches of snow, there is no more beautiful scene in all nature.

Now, when you look across the field, you do not see people playing tennis and croquet, but a crowd of boys and girls on snow shoes. From caps, drawn down over their ears, peep out faces rosy with the cold, brisk wind that goes sweeping by. And again you are in the house, drowsily reading, by the log on the hearth, when your attention is aroused by the sound of cheery voices; you know what is going to happen. A gay party is starting for a sleigh-ride, crowned by a supper at a distant inn.

Next morning you find it has frozen during the night, and the young people are already out with their toboggans, sleds and coasters. After hurrying to get ready, you are amply repaid for your trouble by one good slide on a swiftly moving sled, and are ready to remount the hill. At length, after many a slide, you realize that in your haste you have forgotten breakfast entirely; but after having satisfied your hunger, you are once more ready to give your entire attention to the innocent sports that the good old State of Maine can furnish.

F. E., '08.

PLUS ULTRA.

It is a well known fact that nearly all illustrious men, have, in their youth, found some motto that made a deep and lasting impression upon their minds, and that later, in all crises of life, they have, by recalling it to their minds, received special help and inspiration from it.

Realizing this, the class of 1907, in choosing a motto decided upon Plus Ultra,—More Beyond—a motto, which in their estimation would, in future life, be of the most benefit to them. And although the class, in the past, may not have kept, and may not in the future constantly keep this motto before them, yet, it always has been a source of inspiration to them.

James T. Fields, in his lecture on "Masters of the Situation," says: "All great men have been inspired by a great belief," and goes on to say that this belief is what gives them courage to so carry out their plans, even in the face of the most difficult obstacles, as to bring about the sought for results.

In most cases, when success rewards a person's efforts, even before the desired results are obtained from his first project, he begins to look into the future, form still larger projects and consider the success which lies beyond.

It is always evident that when a man by his own achievements has acquired glory, that which seems like an unsatiable thirst for more, continually clings to him and words something like "more beyond" ceaselessly arise in mind.

A good example of this is Commodore Peary, who in his last voyage went several degrees farther north than any man had ever been before, and although he and his men endured indescribable hardships, yet he has decided that there is more beyond, and will make one more attempt to reach the pole.

To the class of 1907, their motto, Plus Ultra, should not be, after graduation, merely two words upon which their Class Oration was written, but an ever increasing inspiration for their life work.

If any member of this class is ever discouraged or disheartened by difficulties, let him remember these words, more beyond; realize that there are brighter times ahead; and keeping always in mind the examples that illustrious men and women have left behind them, with a bold heart press firmly on.

On this day of our graduation, as we look back over our school life during the past four years, let us each, fully realizing that this day is indeed not the end, but the commencement of our lives, as men and women, note down our failures and defeats, and study to carry out our plans better, and overcome our weaknesses in the future. Doubtless nearly every member of the class on this day, interprets our Class Motto in a different way. Some may think that it refers to their future studies in college or other educational institutions; some, to their life work that they intend to take up immediately after graduation. And some may think it does not refer to this life at all, but to the life beyond.

But, in whatever light it is taken, may every member of the class of 1907, carry with him these words, "More Beyond," as he goes from school life to life's school remembering:

"Whoever with an earnest soul

Strives for some end from this low world afar,

Still upward travels, though he miss the goal."

P. M. B., G. A., 1907.

THE STRANGER.

In a lonely valley in Montana, stands a small log house of very rough appearance without, but snug and cosy

within. In this house with his faithful wife, there lived a miner, known as John Brent; and although he had few opportunities of showing his hospitality, he was considered a kind and generous man.

It was on New Year's day in the year 1884. The day had been windy. A dark and stormy night had spread its wings over the lonely cottage. The miner and his wife had finished the labors of the day, and, seated by their bright warm fire, had begun to talk of the days when they had lived in the East. Mr. Brent became suddenly silent. For sometime he sat thus. But when his wife in her sympathetic way, asked if he was in trouble, he answered her by relating an incident of his early life, of which she had never heard.

As a boy he had lived in a small town in Maine, with his father and mother, who were poor but respected people of the community. He had one brother, Henry, to whom he was much attached, but from whom he was suddenly separated.

A quarrel arose between Henry and his father over the loss of a small sum of money which his father accused him of taking. Henry, protesting his innocence, had gone out into the world with the stain of suspicion yet on him. He had been away only a short time, when the money was found behind a book in the father's desk, but Henry had never been heard from.

John was wondering where that brother might be, as the cold wind was howling fiercely about the little cabin.

About eight o'clock that evening, a faint rap was heard at the door; so faint was the rap that they both stopped talking and listened. Presently it was repeated much louder. As Mr. Brent opened the door, a strong gust of wind extinguished the light before he saw who was seeking shelter. When the lamp was relighted, a heavily

bearded man was found lying on the cabin floor. Tenderly they picked him up and laid him on the bed.

All night long Mr. Brent sat by his bedside. By morning he was very delirious and in his mutterings they could distinguish the words, "money," "thief," "lost brother."

For two weeks he was unable to talk and lay as in a stupor, taking food only as it was forced upon him.

One day Mrs. Brent was sitting by the bedside, while her husband was at work. The stranger had been very quiet as though peacefully sleeping. At length he slowly opened his eyes, and seemed to wonder where he was. Mrs. Brent saw the inquiring look, so she explained briefly how he had come on that stormy night two weeks before.

The stranger wished to tell his story, but Mrs. Brent tried without avail, to persuade him to go to sleep. He said he knew he did not have long to live and wanted to tell the sad story of his life. He began with his early life and had come to the part where he had quarreled with his father and had left home. Mrs. Brent was trembling with emotion, for she had guessed whom they had been caring for; but she calmed herself and asked why he had not gone to his brother.

He smiled faintly as he said, "I was too proud to go back until I had knocked about in the world enough to understand that there is such a thing as too much pride, when I had learned this lesson and had wandered back to my old home, I found that both my father and mother were dead and my only brother had married and gone to Montana. I am now searching for him."

Mr. Brent, who had entered quietly could contain himself no longer, but going forward and kneeling by the bedside, said in a voice trembling with emotion; "Your name is Henry Brent, and I am your brother whom you seek."

Great was the joy written on the face of the stranger, but a strange light shown in his eyes which his brother was quick to notice.

John Brent spent the afternoon by the bedside of his brother, and just as the sun was sinking behind dark hills aglow with sunlight, the stranger journeyed on to a home, where he would be prepared to receive the brother and sister, who had soothed so tenderly the end of that sad and gloomy life.

T. F. V., '07.

NEEDS OF GOULD'S ACADEMY.

Several times during the past few years, the attention of the readers of the Herald has been called to the needs of Gould's Academy. Whether these appeals have ever struck a responsive chord in the breast of any friend of the school, we know not, but certain it is that several of these important needs have been supplied.

We now have a neat and commodious Principal's home. A girl's dormitory in process of evolution, and will probably be ready for occupancy at the opening of the new school year. Our laboratory has been supplied with much needed apparatus, our library has been largely augmented, and many important improvements have been made about the Academy, rendering it more convenient, more homelike, and more sanitary.

But a growing school creates growing needs. Our school has largely increased in numbers; our needs have increased in proportion. In this age of heavily endowed educational institutions, a school must have, not only a competent and adequate teaching force, but must have modern facilities and improvements in order to attract and hold students.

We need a boys' dormitory, as well as a girls'. Aside from the difficulty of securing boarding places for the students, experience has shown that

much better results can be obtained, where all the students can be brought together under the immediate charge of a teacher during the evening study hours. At present there is a house and lot adjacent to the Academy campus, which can be bought at a reasonable price, and it is the one desirable spot in the village for a boys' dormitory.

We need a gymnasium and suitable rooms for individual experimental work in physics and chemistry. These could easily be combined in one building, and we have a splendid site for such a building as is needed for these purposes. At present our laboratory is utterly inadequate, both in size and equipment, to the growing needs of the school, and the increasing demands of the college requirements in regard to science teaching. Our present gymnasium is on the third floor of the Academy, hence cannot be used during the daily recitation periods, owing to the consequent noise and jar in the building. As a result, it is difficult to attempt any systematic physical training. It is in this hall, up under the roof, with no fire escape and no exit, except by one narrow stairway, where basket ball games, socials, etc., are held, and where at least four hundred people sometimes assemble. We tremble to think what the result would be should a panic be created by an alarm of fire at a time when this room is filled with people.

A combined gymnasium and science building would be a God-send to Gould's Academy and a lasting monument to the memory of the donor. All we need is some one to supply the building and provide for its maintenance.

Another urgent need is an athletic field. Athletics have come to be recognized as an important factor in secondary school training. Gould's has the best possible material. Most of her boys come from the farm, where

physical labor is a part of the daily routine. Unless they become interested in some form of athletics, they decline in physical vigor, and, as a result, are not capable of the best mental labor. Gould's has no athletic field, and her students are obliged to walk more than a mile to Riverside Park for all their field sports. There is just one spot in the village suitable for an athletic field. This is almost across the street from the Academy, and is now for sale. Should it once change hands, the opportunity for the school to acquire it, would, undoubtedly, be lost forever. Is there not some one among Gould's alumni who stands ready to donate this field to the school and endow it with his name?

Gould's Academy has an honorable history. Her sons and daughters are scattered throughout the length and breadth of our land, and even across the seas. Many of them have won distinction in art, science, literature, and the learned professions, while not a few have filled high places in the councils of the nation. Truly "her works praise her in the gates, and "her children rise up and call her blessed," and yet, despite her crown of honor, she is clothed in her old age only as becomes dignified and self-respecting poverty.

One honored son has already come to her relief in a manner to win the respect and admiration of all her children. Are there not others of ample means, whose filial love prompts them to go and do likewise? Who will be the next to link his name with Gould's Academy for all time? Your wealth may have been hard-earned—so much the better,—you want it to be expended in a manner to reflect greatest credit upon yourself, and do the greatest good to those who will come after you. You will never find a better opportunity than this. In which of these blank spaces would you prefer to see your name permanently and indelibly fixed?
——— Hall, (Gould's dormitory

for boys,) ————— Gymnasium,
 ————— Athletic Field.

We confidently believe that these needs are destined to be filled at no distant day. Who will be the first to respond to the call?

And, lastly, Gould's Academy needs an endowment. We believe there is not another Academy in New England that has been in active operation for three quarters of a century without a fund for its support. Can you not suggest some method by which such a fund can be secured? The Principal of the school and the Board of Trustees desire your assistance and co-operation in paving the way for a wider usefulness for Gould's Academy.

AN APPRECIATION.

Since the last issue of the Herald, the friends of Gould's in Bethel and vicinity, have shown their interest in the school in many substantial ways, for which we desire to express, through these columns, our grateful appreciation.

Early in the term a subscription paper was circulated to raise funds with which to provide a suitable dressing room for our athletic teams. The appeal met with immediate and hearty response. Nearly every one to whom the paper was presented subscribed liberally in proportion to his means, and the many kind words that came with the donations will long be a pleasant memory to those boys who had the subscription paper in charge. With the money raised (nearly two hundred dollars,) we have fitted up an excellent dressing room in the basement of the Academy, comfortably heated and supplied with shower bath. The needed lockers for clothing are not yet forthcoming, but we hope a way may be provided by which we may procure them before the opening of another year.

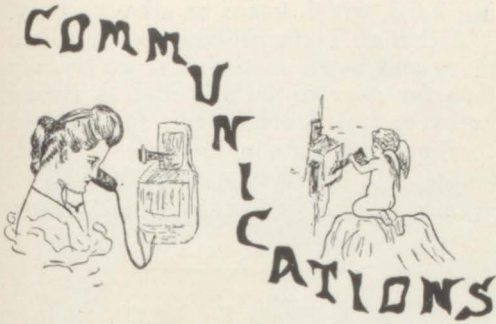
Through the efforts of Mr. E. C. Bowler, who never tells what other people should do, but points the way

by doing things himself, money was raised with which to hire a coach for the basket ball team. Mr. H. R. Bankart, one of the best known athletes of Dartmouth College was secured, and although here only two weeks, did much to develop and increase the efficiency of the team that has not met defeat this year.

Our gratitude is also due to Mr. W. H. Boardman, so recently a stranger within our gates, but whose generous and genuine interest in all that pertains to our school and village life, has already caused us to regard him as "own folks." It was his observant eyes that noted the absence of stair rails at the Academy, and his generosity that promptly supplied the long-felt need, so that we no longer descend those slippery stairs at the imminent risk of life and limb. Mr. Boardman manifested the same thoughtful and generous spirit in purchasing pneumatic soled shoes for the basket ball team, and in his liberal donation to the dressing-room fund.

Rev. Frank Mansfield, also recently a stranger in our midst, but now our friend, has shown his interest in young people and his appreciation of the place which Gould's Academy holds in the community by donating six beautiful volumes of the Cambridge Poets to the Academy Library. These volumes include the complete poetical works of Browning, Wordsworth, Tennyson, Burns, Holmes and Lowell, and make a very valuable addition to our reference library. For these new friends we feel profoundly grateful, and extend our hearty thanks for their helpfulness.

We would also express our deep obligation to all who assisted us in any way at the time of the Academy Fair. These annual events have become a source of much help to the school, enabling us to obtain many needed appliances, which we would otherwise be obliged to do without. The generous response to our appeal to "come down and help us" is a source of encouragement and inspiration to teachers and students alike.



FROM THE DORCHESTER HIGH SCHOOL.

Dear Herald:—

Lord Chesterfield says, "Not to perform our promise, is a folly, a dishonor, and a crime." As I do not wish to be classed with those who break promises, I will now do my best to tell you something of the Dorchester High School.

It is said to be one of the largest, if not the largest high school in America. It is situated at Codman Square, which is one of the best sections of Dorchester.

The building is of yellow brick with gray, granite trimmings. On these trimmings at one side of the building are carved the names of some of the worlds noted men, like Washington, Lincoln, Shakespeare, Milton and others.

The main part of the structure is two hundred and forty-eight feet long with an average width of seventy-one feet. It is four stories high with a basement. At one side there is a large wing and there are also three portables which have been added from time to time as the building first provided has been outgrown three times.

The interior is very pretty and well arranged. There are wide, well lighted corridors running the length of the building on all floors except the fourth, and from these we enter the various rooms.

The building contains seventeen class-rooms, seven recitation rooms, two drawing rooms, four well equipped laboratories, a library containing five

thousand volumes, a typewriting room, a lecture room, two cloak rooms, an assembly hall with a seating capacity of one thousand, an emergency room, a photographic dark room and the Head Master's office. In the basement there is a fine large gymnasium, and nine hundred lockers, a bicycle room and a lunch room where nice hot lunches are served daily. There is a private telephone system connecting all rooms.

In the different corridors and on the stair landings are many life size statues. The most important of these are: "Diana of the Chase," "Apollo," "Minerva," "Discobolus," "Mercury," "Joan of Arc," and the "Winged Victory." There are also many other smaller pieces of plaster in the various rooms.

The pictures are classified. In one of the corridors there are Greek and Roman pictures. In one of the rooms are pictures pertaining to American History, in another to French History. In one room are architectural pictures such as the "Court of the Alhambra" and various cathedrals. There is a Shakespeare room which has pictures pertaining to the plays of Shakespeare. Also one devoted to the Old Masters such as Michael Angelo's "Jeremiah" and Corregio's "Holy Night." In another are pictures by German Artists.

The school session is from 8:30 until 1:30, with an intermission of twenty minutes at noon for lunch.

There are over twelve hundred students and about forty teachers. The students are all assigned a home-room where they meet for morning exercises and where the attendance is taken.

The study periods are never spent in rooms where recitations are going on.

There are three courses laid out, the College Preparatory, Commercial and General, but great liberty is given in the Boston schools in choosing one's work, provided enough studies are

taken to cover seventy-six points before graduating.

The first year students are called "Juniors," the second, "Middlers," third, "Seniors" and fourth, "Advanced," which seems to me a very strange classification.

They have a fine system by which the Head Master can tell very quickly where he may find any one of the twelve hundred students at any period.

The school paper "The Item" is printed monthly, and, as it is one of your exchanges, will speak for itself.

In sharp contrast with Gould's grand old trees and wide-spreading lawn, free to all, are the surroundings of Dorchester High School. There are wide brick walks leading up to the building from various directions, and the few little patches of seeded ground between them have signs, "Keep off." There are no trees. But the school has an athletic field equipped with bleachers and a grand stand only a few minutes walk from the building.

The athletic board have a coach the year round, and a doctor who is present at all games and whose services are free to any student who is injured during the game.

They are successful in athletics and best of all have the reputation for fair playing. They also have military drill. Last year they won first and third prize in competition with other schools.

I enjoy the school very much. My home-room teacher tries hard to have all in her room become acquainted. She gave a social at the first of the school year, that we might begin to know each other at once, and in all ways from day to day she works to increase the school spirit and the bond of fellowship among us.

I have a native French teacher who is very enthusiastic to make us all good Frenchmen. I find the physical training very enjoyable and my drawing lessons are fascinating. In English we are expected to do much home reading. The standards are high and the rank-

ing hard, which keeps us all very busy.

Although I am growing to like here more and more as the days go on, my love for dear Gould's is just as strong as ever, and I often long for my old teachers and class-mates.

Sincerely yours,

ESTELLA BARTLETT.

S. B. KENNEY, M. D.

INTERESTING REMINISCENCES WRITTEN BY LEONARD B. CHAPMAN.

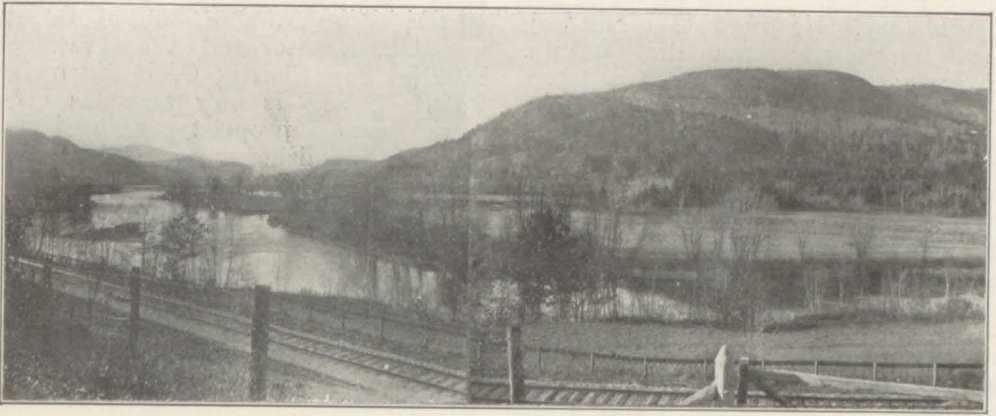
(From Portland Press of Feb. 15.)

In the Bethel News of Jan. 15 appeared an article that should, it seemed to me, receive a large circulation. I refer to the article entitled "Stephen Bartlett Kenney, M. D., and is as follows:

"More than a hundred years ago the city of Portland was called Falmouth. When the place was burned by the British, Dorcas Barbour, then in her eighteenth year, accompanied by a trapper and hunter, who drew her trunk on a hand sled, walked from Falmouth to Bethel, Oxford County, Maine. Here she married Stephen Bartlett, one of the first settlers."

"Something over a hundred years ago Captain Stephen Kenney was born in North Yarmouth Falls. His father was Samuel Kenney. His mother was Hannah Sawyer. Captain Stephen Kenney married Sophia Bartlett, daughter of Stephen Bartlett and Dorcas Barbour. Of this union two children grew to maturity; one Mrs. Hannah Susan Drew, wife of Captain E. O. Drew, U. S. navy during the war, the other, Stephen Bartlett Kenney, M. D., who died in Windsor, Bertie county, North Carolina, on Christmas day, 1907."

"Stephen Bartlett Kenney was born in that part of Bethel now called Hanover, Oxford County, Maine, August



ANDROSCOGGIN RIVER AT BETHEL.

10, 1838. He was prepared for college at Bethel Academy. With his mother and sister he had for some years accompanied his father on numerous sailing voyages to the leading ports of this country and of the old world. Much of the time he served before the mast. He was a student at both Bowdoin and Dartmouth colleges. From the later institution he was graduated, and entered the medical profession. At the call for troops he enlisted and was assigned for duty as hospital steward of the 23d, Maine Volunteers, commanded by Col. Wirt Virgin. In 1864 he was appointed acting assistant surgeon in the United States navy, and saw much active service afloat. In 1866 he was mustered out of the service with the thanks of the navy department, and until 1885 filled a responsible civil position in the Norfolk navy yard."

"In 1886 he came to Bertie County, North Carolina, at Windsor, where for ten years he was general manager of one of the largest southern lumber plants."

"In a few years he was retired from active work and assisted his son in the conduct of the Windsor Ledger—one of the strongest newspapers in North Carolina."

"In 1866 Dr. Kenney married Miss Rose Edwin White, of Portsmouth,

Virginia. General William Dorsey Pender of the Confederate army was her cousin. They had three children to reach maturity—James Newell Kenney, a lawyer who died three years ago; Stephen White Kenney, editor of the Windsor Ledger, and Rosa Mary Kenney, wife of Francis D. Winston, present Lieutenant Governor of North Carolina."

"These relatives will be glad to hear from the kinspeople of the deceased. Dr. Kenney had often expressed a desire to be buried with military honors. His wishes in this regard were carried out. The casket was enveloped in a brigade flag, and was carried to the grave on an open vehicle. A detail of the Windsor Naval reserves—National Guard—acted as escort and pall bearers. At sunset the benediction was said and the bugler sounded taps."

"The writer has known Dr. Kenney twenty-one years. I never knew him to do an unworthy act, or to speak in disparagement of others. He was universally beloved by the people here. He comprehended to the fullest extent the heavy burden resting on the Southern people, and he sympathized with them. He was at home in North Carolina. I have often heard him say that North Carolinians and the Maine people were much alike. He kept his heart aglow with the memory of Maine

and her people. He was proud of her past history. He knew her leading men. He knew her influential families. At his request, expressed in a letter found on his desk after his death, I send you this outline of his life. Maybe some friend of his youth will read and recall him. At any rate this will tell your people that another good brave son of Maine has died in a distant state where he was held in the highest esteem in life and paid every mark of honor and respect in death, and where he will be long remembered for his sterling integrity, his social patriotism, his delightful comradeship, his unselfish friendship, his excellent manhood."

"FRANCIS D. WINSTON."

—O—

"In the winter of 1855, and spring of '56, Stephen B. Kenney was a student of Gould's Academy, Capt. Stephen Kenney, his father, residing in the Walnut Hill district of North Yarmouth. August 10, of 1856, he was eighteen years of age, rather small in stature, compactly built, sandy complexion and sandy-colored hair. There was a twinkle in his eye that betrayed a large amount of mirthfulness in his composition. He was always happy, and in the use of his pen had at his disposal a ready flow of words. One of his *nom de plumes* was "Q. P. Philander Doesticks." Over this signature the lyceum paper presented its weekly contribution of "Ship News." All students, male and female, seen out of doors in each other's company after dark by him were "written up," the name of the female being used as the name of the "craft" while that of the young gentleman attendant was used as that of the "skipper." There was no need for a curfew patrol in Bethel at this time. His "write ups" were amusing and at the same time suggestive of exemplary conduct. In his mess at the residence of Alfred Twitchell was Dr. Wm. B. Lapham, who was keeping the village school and who became famous as a genealo-

gical record compiler and historical writer, Cyrus Hamlin, son of Governor, U. S. Senator and Vice President Hamlin, and Charles G. Milliken of Portland, who is now and has been many years a proprietor of a book-binding establishment at Worcester, Mass.—just four of them."

Dr. Lapham never mingled with the town's people outside his school nor with the Academy scholars. He stood aloof from society of all kinds. The writer hereof occupied a room in the attic story of the Bethel House, kept by Frank S. Chandler and his brother, William H., which was one of the best public houses of the State. Bethel Hill was not then what it is today. It possessed natural attractions, but not the artificial adornments which make it one of the finest appearing villages of Maine, but it was up to date upon all current events. It had a largely attended, secretly conducted temperance society. Many students were members and at one election of officers they "packed the caucus" and put into the "patriarch's" chair one of their own fancy."

"The leading aspiration of young Hamlin was to become a political orator of fame and that without the expenditure of much labor. He was on the 26th of April, 1856, just 17 years of age. He and the writer messed at Col. Samuel H. Chapman's whose residence later became an inn. His father wrote him weekly of what was transpiring in Congress, ever admonishing him to be "studious." He had a dark complexion, like his father, black hair which he wore quite long, black eyes and was slim and tall, fond of dancing and preferred play to study."

"One of young Kenney's "jokes" was to arrange for a Sunday evening temperance meeting at Hanover, where several of the young man's cousins resided and circulated the report that Cyrus Hamlin, son of U. S. Senator Hamlin, and the writer would speak. And we went. The house was packed. A

week later the proceedings were reported in the Oxford Democrat, which article closed with the assertion that "the meeting was the means of opening the eyes of more than one deluded Argus reader." A son of the family where we were most cordially received in Hanover and where we—including young Kenney—partook of a most excellent supper was a college student, and as Reuben B. Foster, Esq., a "farehanded" farmer of the town married a daughter of Stephen Bartlett, and his son Reuben is a college graduate, who read law and settled in Waterville and is an ex-mayor of the city, it seems that it was at the ex-mayor's youthful home where we stopped and ex-mayor Foster of Waterville is a cousin to the departed Dr. Kenney, whom the writer never saw after our Bethel separation, 52 years since."

"Young Hamlin did not indulge in a college course of study but read law. He was easy going and kind hearted and overflowing with sociability—making friends wherever he went. He enlisted in the war of the states. Dr. Lapham and several of his Bethel classmates were in it. He was born at Hampden, April 26, 1839, was therefore a fraction over 22 years of age when the war began. The date he enlisted I cannot state, but at the close of the war we accidentally met in Boston, Mass. He had been in command of colored troops. He assured me there was a grand opening in the South for young men. He was then on the way to New Orleans where he departed this life Aug. 28, 1867, his wife preceding him. Before parting in Boston he handed me his photograph which was one of a lot an artist had just made, showing him as a brigadier general. Of colored troops he was a brevet major general and was but 26 years of age at the close of the war."

"On December 17, 1858, the initial number of the Bethel Courier was issued. It was the first newspaper of

the place. When thirty numbers had been circulated Dr. Nathaniel T. True, preceptor of Gould's Academy, became editor. Both before and after his occupancy of the chair editorial he published a lot of genealogical data pertaining to the early settlers of the town; and young Kenney wrote and the Courier printed an article descriptive of the Bartlett family of Hanover. I remember reading it but at this late day cannot say anything relative to its merits or correctness of statements. A reproduction of the article might perhaps prove to be valuable to the genealogical student of today, particularly to the relatives of the deceased contributor. July 5, 1861, the Courier died a natural death and its remains were transferred to the Oxford Democrat. Dr. True clipped his family records, pasted them into a book which may be seen in the library of the Maine Historical society."

"During the last presidential campaign, Lieut.-Gov. Winston of North Carolina, whose wife is the daughter of the departed Dr. Kenney, "stumped our state, and upon returning home gave a glowing account in praise of Maine, having visited every county excepting Aroostook. Judging young Kenney as a man by what he was as a Bethel Academy student, the name deserves the tribute paid it by his son-in-law in the article here quoted, and I here most heartily record my endorsement of what the Lieutenant Governor has given us."

ALPHEUS BALLARD.

Alpheus Ballard was born in Wakefield, N. H., Sept. 7, 1816 and died at his home in Upton, Maine, April 11, 1907. He was the son of Frederic Ballard, a Revolutionary soldier, who was a lineal descendant of William Ballard, born in London, 1617, and came to this country in 1634. When a youth, Mr. Ballard's one great desire was to become a scholar. A scholar in those days was not measured by the

number of years passed in the school-room, but by what was accomplished while there. By working early and late, he was allowed the privilege of entering the first term of the Bethel High School in 1835, under the management of Dr. N. T. True, with John L. Davis and Alpeheus Grover assistants. Mr. Ballard was a classical student and greatly excelled in that branch of study.

After a few terms passed in the Academy, he taught successfully for a number of years. Then deciding that he must become more proficient in his books or leave off teaching, he went to Upton, Maine, where he engaged in farming and lumbering. At that time the town of Upton was called Letter B.

This man lived to see what was almost a wilderness, transformed into a fine town, with broad, fertile fields, graded schools, church, library, stores, mills, shops, the telephone, etc.

He was the youngest and last of a large family, and of that band of students, numbering 131, who attended the first high school in Bethel, but one now remains.

Mr. Ballard was a worthy student, a good citizen, a kind friend, and an honest, pleasant gentleman; he had the confidence of his townsmen and was loved and respected by the children.

PRIZE DECLAMATIONS.

The annual prize declamations were given by the students of Gould's Academy in Odeon Hall, Friday evening, Feb. 28, before a large and appreciative audience. In this case, as in all others, our school did itself credit.

At a little after eight the speakers were conducted to their seats, Ernest Bisbee, '09, acting as marshal, with Miss Elsie Hall at the piano. Owing to illness, the mixed quartette, for

which arrangements had been made, was not able to render their numbers, but the space was very acceptably filled by Misses Hall and Hapgood with instrumental music.

Each speaker was deserving of a prize, but since there were but two to be given, the judges had no easy task in making their awards.

After quite an absence from the room, Principal Fred S. Libbey of Berlin, N. H., in behalf of the committee of award, and with well chosen words, presented the prize for the young ladies to Mildred Fellows Dyer; for young gentlemen to Warren Vernon Cookson.

JUDGES.

Prin. Fred S. Libbey,	Berlin, N. H.
Rev. F. B. Schoonover,	Bethel.
Miss Hattie Cragin,	Norway.

PROGRAM.

INVOCATION.

MUSIC.

The Man for the Crisis,	Arnol Browne.
Tobe's Monument,	Retta Shaw.
Quixervyn's Rival,	George E. King.

MUSIC.

Captain January,	Agnes Hutchins.
Jerry, the Bobbin Boy,	Forrest Keene.
The Pilot's story,	Mildred Dyer.

MUSIC.

The Storming of Mission Ridge,	Warren V. Cookson.
As the Moon Rose,	Edith Thurston.

MUSIC.

Award of Prizes.

"Do well thy work. It shall succeed
In thine or in another's day;
And if denied the victor's meed
Thou shalt not lack the toiler's pay."
—Whittier.



QUOTATIONS APPLIED.

"Come hither and listen, whoever
Would learn from our pages the miracle
Of passing for witty and clever
Without being voted satirical!"

"Statesman, yet friend to truth: of soul
sincere,

In action faithful and in honor clear,
Who broke no promise, served no private end,
Who gained no title, and who lost no friend."

Mr. Hanseom.

"So well to know

Her own, that what she wills to do or say
Seems wisest, virtuousest, discreetest, best."

Miss Pratt.

"The reason firm, the temperate will,
Endurance, foresight, strength and skill.
A perfect woman, nobly planned
To warn, to comfort and command."

Miss Thurston.

"Modesty seldom resides in a breast that is
not enriched with nobler virtues."

Miss Chase.

"He who has learned to obey
Will know how to command."

George Smith.

"It's sweet to know there is an eye
Will mark our coming and look
Brighter when we come."

Bertha Thurston.

"Genteel in personage,
Conduct and equipage,
Noble by heritage,
Generous and free."

Gertrude Cobb.

"Just at the age twixt boy and youth,
When thought is speech and speech is truth."
Lawrence Philbrook.

"A merry heart goes all the day."

Ida Packard

"When a lady's in the case
You know all other things give place."

Charles Hamlin.

"A little rule, a little sway
A sunbeam in a winter's day."

Gladys Buck.

"I have found you an argument, but I am
not obliged to find you an understanding"

Gard Twaddle.

"Beautiful faces are those that wear—
It matters little if dark or fair—
Whole souled honesty printed there."

Annis Pingree.

"Youth blooms immortal in his beardless
face,
A god in strength, with more than godlike
grace."

George Massey.

"How happy to be born and taught
That serveth not another's will,
Whose armor is his honest thought
And simple truth his utmost skill.

Wendell Philbrook.

"The sweetest little maid,
That ever crow'd for kisses."

Alice Brown.

"A man may fail in duty twice
And the third time prosper."

Forrest Keene.

"There's many a black, black eye they say,
but none so bright as mine."

Mildred Chapman.

"Best men are moulded out of faults."

Claude Goddard.

"Learn to read slow, all other graces will
follow in their proper places."

Pearl Bennett.

"The moral of my tale is this,
Variety's the soul of bliss."

Vennie Brown.

"He that wrestles with us,
Strengthens our nerves, and
Sharpens our skill, our
Antagonist is our helper."

Basket Ball Boys.

"Good night, good night: parting is such a
sweet sorrow,
That I shall say good night until to-morrow."

Ernest Bisbee.

"Still in thy right hand carry gentle peace,
To silence evious tongues."

Mildred Brown.

"Not to know me argues yourself unknown."

Arnol Browne.

"As lamps burn silent with unconscious
light,

So modest ease in beauty
Shines most bright."

Retta Shaw.

"How sweet and gracious, even in common
speech,

Is the fine sense which men call Courtesy."

Fitz Vail.

"Speak gently! 'tis a little thing
Dropped in the heart's deep well.
The good, the joy, that it may bring,
Eternity shall tell."

Ida Littlehale.

"Honcst labor wears a lovely face."

Minnie Wilson.

"As smooth as monumental alabaster."

Hall Stairs.

"Grave in his aspect and attire,
A man of ancient pedigree."

Elton Keene.

"The grass stoops not, she treads on it so
light."

Mildred Dyer.

"Young men, when girls flatter you, just
remember that it is natural for 'lasses to
make taffy."

G. A. Young Men.

"Her voice was but the shadow of a sound."

Natalie Barker.

"She has a tender, winning way
And walks the earth with gentle grace.
And roses with the lily play
Amid the beauties of her face."

Lillian Buck.

"Thy cheerful, gentle ways I do admire."

Agnes Hutchins.

"He laughed and that was all he said."

John Howe.

"A girl who bore with grief and pain
A volume of that dreadful name,
Geometry."

Mildred Hapgood.

"The basis of his character was good
sound common sense."

Dean Pingree.

"Man delighteth not me."

Frances Abbott.

"As high as we have mounted in delight
In dejection do we sink as low."

The Stair Tumblers.

"Red as a rose is she."

Florence Cross.

"Thou hast no sorrow in thy song,
No winter in thy year."

Emily Tuell.

"To be in the front ranks is good enough
for me."

Arthur Herriek.

"Just tall enough to be graceful;
Just dainty enough to please."

Mona Martyn.

"A cheerful temper joined with innocence,
will make beauty attractive, knowledge de-
lightful, and wit good."

Eva Glines.

"And ne is oft the wisest man
Who is not wise at all."

Cedric Judkins.

"We meet thee, like a pleasant thought."

Una Roberts.

"I am sure care's an enemy to life."

Florence Springer.

"And still they gazed, and still the wonder
grew,

That one small head could carry all he knew."

Tom Brown.

"Think all you speak,
But speak not all you think.
Thoughts are your own;
Your words are so no more."

Methel Packard.

"It is but the joyous quality of life, that
pricks his heart with glee."

Grover Brooks.

"Thou hast no faults,—or I no faults can spy.
Thou art all beauty, or all blindness I."

Margaret Walker.

"Beautiful eyes are those that show,
Like crystal panes where heart-fires glow
Beautiful thoughts that burn below."

Florence L. Eaton.

"I know a trick worth two of that."

Chester Smith.

"She is modest, but not bashful,
Free and easy, but not bold."

Edith Thurston.

"As for the women, tho' we scorn and
flout 'em, we may live with; we cannot live
without 'em."

Frank Robertson.

"She was like a summer rose, making
everything and everybody glad about her."

Mary Stanley.

"The world delights in sunny people."

Cecil Bennett.

"Manners—A difficult symphony in the
key of B natural."

G. A. Students.

"They always talk who never think."

Warren Cookson.

"Employment is Nature's physician."

Freeborn Bean.

"Your absence of mind we have borne, till
your presence of body came to be called in
question by it."

Roy Thurston.

"And on their own merits
Modest men are dumb."

Tom. DeCosta.

"Howe'er it be, it seems to me
'Tis only noble to be good,
Kind hearts are more than coronets
And simple faith than Norman blood."

George King.

EX-PRINCIPALS OF GOULD'S ACADEMY.

It is desired to secure brief sketches of all the ex-principals of Gould's Academy, that they may be printed in the Herald as a matter of history, the records of the school being very incomplete. Anyone who can render any assistance along this line will confer a favor by communicating with the Principal.

PROF. STEPHEN A. THURLOW.

Principal of Gould's Academy, 1873 and 1874.

One of the most highly esteemed ex-principals of Gould's Academy is Prof. Stephen A. Thurlow of Pottsville, Pa. Mr. Thurlow became principal of Gould's Academy in the spring of 1873, held the position about two years, resigning to become Principal of Freeport High School, where he taught for eight years. After leaving Freeport, Prof. Thurlow taught in the Union Academy, Belleville, New York, for two years, when he became Principal of the Pottsville, Pa., High School, a position which he held for twenty-five years.

In 1906, Prof. Thurlow resigned as Principal of the Pottsville High school to accept the superintendency of the public schools of the Pottsville district. In appreciation of his long and faithful service in the school, he was tendered a reception at the time of his resignation, at which a purse of \$2,000 was presented to him by the alumni of the school.

The following is clipped from the Philadelphia Press of March 20th.

"Prof. Stephen A. Thurlow, who re-

signed the principalship of the Pottsville High School, after many years of efficient service, to accept the superintendency of the public schools of the Pottsville district, has made many improvements since his induction to his present office, and is now looked upon as the ideal executive head of educational affairs in this section of the State. He is known as the "golden tongued" orator of the Schuylkill, and his services as a speaker are much in demand, especially at educational and Y. M. C. A. gatherings."

PROF. D. O. S. LOWELL.

Principal of Gould's Academy, 1874 to 1875.

Daniel Ozra Smith Lowell was born in Denmark, Maine, April 13, 1851. He fitted for college at North Bridgton Academy, and entered Bowdoin in 1870. While in College, he won several prizes for scholarship and declamation, and delivered the Latin Salutatory at commencement. After teaching in Gould's Academy for one year, he entered Bowdoin Medical school, from which he received the degree of M. D., in 1877. He again took up the work of teaching, and was Principal of the Ellsworth High School, 1877-'82; Bridgton High School, 1883; Auburn High School, 1883-'84. Since 1884, he has been Master of the Roxbury, Mass. Latin School, one of the oldest and best preparatory schools in New England.

Prof. Lowell has been very prominent in the various New England educational associations, author of "Jason's Quest," editor Roger de Coverly Papers, contributor to magazines, lecturer on miscellaneous topics. He visited Europe in 1876, Europe and Africa in 1896-'97. His address is No. 76 Albon St., Dorchester, Mass.

JAMES D. MERRIMAN, ESQ.

Principal of Gould's Academy, 1892 to 1894.

James D. Merriman was born in Litchfield, Maine. He fitted for col-

lege at Kent's Hill, graduating in 1888, and entered Bowdoin the next fall. He was graduated from that institution with high honors in the class of 1892.

In the fall of 1892, Mr. Merriman became principal of Gould's Academy, where he taught with marked success for two years, resigning to take up the study of political science at Columbia University, New York city. He devoted three years to the study of economics, sociology and history at that institution, meanwhile teaching special classes in the Teachers' College and in private schools. He also gave frequent lectures at the Educational Alliance on the East Side.

After three years' study in Columbia University, Mr. Merriman took up the study of law, and was graduated from the New York Law School in 1899. During the greater part of this latter period he was Superintendent of an East Side settlement work.

Since 1899, he has practiced law in New York City. During 1902 and '03 under Mayor Low, he was in charge of the Bureau of Licenses of that city, resigning from that position at the end of Mayors Low's term.

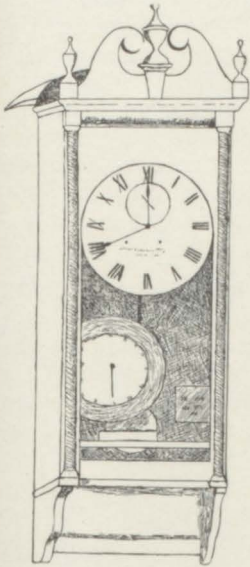
While Principal of Gould's Academy, Prof. Merriman was deservedly popular. He did much to build up and promote the best interests of the school, and his resignation was deeply regretted by all who had the welfare of the school at heart.

As a lawyer, Mr. Merriman has a large practice, and has met with a large measure of well-deserved success.

"We ought to regard books as we do sweetmeats, not wholly to aim at the pleasantest, but chiefly to respect the wholesomest; not forbidding either, but approving the latter most."—Plutarch.

"It is better than everything else, that the world should be a little better because a man has lived,—even ever so little better."

Francis Burnett.



Under
The
School
Clock

“Ha.”

“Jimmy.”

“Unclemency.”

“Hah.”

“Heat.”

“Sleepy, George?”

“Please.”

“Be careful of the cow, Frank.”

“Congratulations.”

“How is George’s father?”

“As I was laying in my hammock.”

Herrick in Physics:—“They don’t know what started the earth going in the first place, do they?”

DeCosta in Senior English:—“An apostrophe is used to connect the parts of compound words.”

We would advise Miss Tuell the next time she gets cornered, to jump, instead of trying to crawl through a small space.

Miss P. in Senior French:—“Quel est votre nom?”

Miss W.—“Mon nom est Tom.”

How queer! We thought that the last name was always changed.

E. Keene:—“A periodic sentence is one that doesn’t stop until it comes to the end.”

Miss D., Senior French:—“Elle allait le plus possible au couchant.” “She was going as far as she could to bed.”

C. Bennett in Physics:—“A body in motion continues to move until it stops.”

Miss T., Senior French:—“Dix hommes a cheral marchaient.” “Ten men were walking on horseback.”

Teacher:—“In using don’t, the contraction for do not, what mistake is commonly made?”

Mr. H.—“If you don’t look out you may say something that sounds like don’t chew.”

A. Brown:—“Please can I go out to the reference table at recess?”

Teacher:—“Yes, I think you are physically able to walk that far.”

Miss Eaton intends to visit Bridgton, when she goes abroad.

Mr. H., Senior English:—“O spelled ‘O’ precedes a person or thing addressed.”

“Mary,” said he, “Take th’ goom out av’ yer mouth. Ye mind me av’ th’ goat.”

Beginner’s French:—“J’ai demeure a Lendres quinze jours, il y a bien longtemps.” “I lived in London fifteen days and that was long enough.”

Miss T.—“If anything is bad, how can it be badder?”

Smarty:—“It can’t. It would be worse.”

Will the members of the Senior French class please remember that ‘O’ in D-o-l is long?

Miss W., (In Virgil):—“Arrectis auribus adsto.” “I stand with ears erect.”

Miss P., Senior French:—“Que portait il sur les pieds?”

Student:—“Il portait un pantalon a pied.”

Will someone kindly loan Miss Tuell a copy of the multiplication tables until Involution is reviewed?

F. Keene, Senior French:—"Il lui prit le bras." "He took her in his arms."

The members of the Grecian History class were recently told that Euripides was the "Father of History."

F. Keene, Senior French:—"Mais elle travaillait, signe de sante." "But she worked, a sign of sanity." How many of us are sane?

Where was Elton those awful cold days?

Miss D., Virgil:—"Quae postquam vates sic ore effatus amico est, dona dehinc auro gravia sectoque elephanto imperat ad navis fervi." "After he had spoken these words from his kindly ears, and he had ordered an ivory elephant to be brought to the ships."

Mr. S. (Translating French:)"—"He threw his eyes out of the window."

E. Keene, Senior Geometry:—"If two quantities are in proportion, they are in proportion by alteration."

Mr. H.—"Yes, I think you have altered those quantities."

Miss C.—"How do you spell pupil?"

Mr. C.—"P-u-p-i-l." Quickly correcting his error, "Oh no! p-u-p-l-e"

Teacher: (who was not expected to be able to attend school) "what is the trouble with this sentence?"

Mr. King:—"I don't know."

Teacher:—"I guess you thought my illness would prove fatal, and you wouldn't have to prepare this lesson."

Miss T.—"Give the rule for the use of the Exclamation and Interrogation points."

Mr. H.—"The Exclamation and Interrogation points are used within a sentence as well as at its end, or both may be used at the end."

In the Assembly Room during the first period of the afternoon a certain young man of the Junior Geometry class and a certain young lady of the Senior class practice the language of the deaf and dumb. Those who would like to become proficient in this line, perhaps by close observation might acquire some help.

"Ulixes fought against Alexander the Great."

Stolen: A thimble belonging to the Universalist Sewing Society by E. C.

A problem for the Senior Algebra class. If C. gets V. to do his Arithmetic, D. to do his Bookkeeping, B. to do his English, and F. to do his Algebra, how much knowledge will C. possess at the end of the term?

"Alas for those who never sing, but die with all their music in them." (Pupils who sit upstairs the first period, Wednesday a. m.)

Miss C.—"Tom, what did you do to pass the time away that Sunday night."

Tom:—"Oh, I thought of Jo!"

When Meggy makes the beds, no matter in what direction the sheets are extended, they never meet.

Forrest Keene recently informed the School Management Class that the Direct or Telling method of teaching is used a-f-t-e-r s-c-h-o-o-l. This method has already become quite popular. It is rather surprising as no one thought that much help would be derived from the teacher's course during the first year of its use.

A "Missal" is a solid object that can be thrown.

From Freshman English:—"He dug a bushel of claims."

Mr. A. (reading) "They caught many pike in the Avon River."

Miss C.—"What is a pike?"

Mr. A.—"O! Something like a rabbit."

Teacher— "What is a swain?"

Mr. H. (promptly) "A pig."

Wanted: A Spelling Book.

The use of a specific word may be seen in the following sentence. "The child flew up the stairs."

Miss Tuell should be more particular about what she offers anyone to eat.

The parts of the verb set as they were recently given by a Senior: set, set, settled.

Teacher (Senior French)—Comment vous appelez vous?

Mr. K.—"I don't know."

ATHLETIC FIELD.

In another column, we have referred to the need of an athletic field for Gould's Academy, but we wish more fully to emphasize the necessity of securing at once, while the opportunity is open, the only vacant lot in the village suitable for this purpose. The "Cross lot," so called, can be bought for fifteen hundred dollars. Should it once change hands, it would probably be cut up into house lots and be lost to Gould's Academy forever. If some one cannot be found at once, who will donate this field to the school and give it his name, is it not possible to raise the necessary amount by popular voluntary subscription among the friends of the school? Several have already expressed a willingness to help. Were they in earnest?

The students of Gould's Academy, through its Principal, will pledge the first hundred dollars toward such a fund. Who will help to swell the amount? Any sum, large or small will be gratefully received and properly acknowledged.

Fund for Athletic Field.

Students of Gould's Academy, \$100.00.

"Stillest streams

Oft water green meadows, and the bird that flutters least is longest on the wing."

William Cowper.



SCHOOL NOTES.

The iron stair-rails, presented by Mr. William H. Boardman, of Cleveland, Ohio, have been put in place, and are much appreciated.

The "Goose Social," under the auspices of the Senior class, was held Wednesday evening of the eighth week of the term. A good time was enjoyed by all present. The "geese" certainly gave the boys some good points in social etiquette.

The old school song, "The Gold and the Blue," has been revived, and a new one added, entitled, "Faith to Win."

FAITH TO WIN.

There's a way in the world to win the day,
A way in the world, that is Gould's own way;
And whether we work, or whether we play,
We must have faith to win,
So while we sing let our hearts be glad,
And while we sing let our hearts be strong;
We'll sing with a faith that is rollicking mad,
And fill the world with song.

So whether we work, or whether we play,
Let the blows be strong, while our hearts
are gay,
And foes shall be vanquished, and victories
won,
When faith shall find the way.
There's a way in the world to win the day,
A way in the world, that is Gould's own way;
And whether we work, or whether we play,
We must have faith to win.

The teachers are preparing a new catalogue of the books in the Academy Library.

After the basket ball game with Westbrook Seminary, a short reception and hop was held in the dining room at Prospect Hotel.

Senior class parts have been assigned as follows:

Valedictory,	Gertrude M. Cobb.
Salutatory,	Forrest A. Keene.
Prophecy,	Margaret Walker.
Oration,	George E. King.
History,	Mildred F. Dyer.
Address to undergraduates,	Elton C. Keene.
Presentation of Class Gift,	Florence L. Eaton.
Presentation of Gifts to Class,	Lillian Buck.
Class Will,	Thomas DeCosta.
Class Ode,	Mildred Hapgood.

The schedule of studies for the term is as follows:

Prof. Hanscom: 9:00-9:40, Senior Reviews; 9:40-10:25, Ccesar; 10:40-11:20, Cicero; 1:15-1:55, Plane Geometry; 1:55-2:30, Reading; 2:40-3:20, Freshman Latin.

Miss Pratt: 9:00-9:40, Beginners' French; 10:40-11:20, Senior French; 11:20-12:00, English history; 1:15-1:55, Solid Geometry; 1:55-2:30, Roman History; 2:40-3:20, Bookkeeping; 3:20-4:00, Junior French.

Miss Thurston: 9:40-10:25, Physics; 10:40-11:20, Sophomore English; 11:20-12:00, Junior English; 1:55-2:30, German; 2:40-3:20, Senior English; 3:20-4:00, Virgil.

Miss Chase: 9:00-9:40, Senior Algebra, 9:40-10:25, Arithmetic; 10:40-11:20, Freshman Algebra, 1st division; 1:15-1:55, Sophomore Algebra, 3, Spelling, 2; 1:55-2:30, School Management; 3:20-4:00, Freshman Algebra, 2nd division.

Miss Hall, Wednesday, 9:00-9:40, Chorus Class.

THE SCHOOL FAIR.

The annual school fair was held in Garland Chapel, Thursday afternoon and evening, Feb. 8. Although one of

the stormiest days of the winter, the fair was well patronized, as the friends of the school made a special effort to be present. The usual attractions were offered by the various classes

The Senior booth occupied the center of the room, where fancy articles of every description were offered for sale. Here a guessing contest attracted much attention, the person guessing nearest the number of beans in a large bottle, to receive a beautiful G. A. sofa pillow. Elton Keene was the fortunate guesser.

The Juniors, under an attractive canopy of green and white, displayed a large variety of domestic articles.

The Sophomores had charge of the art and souvenir table and the ever popular fish-pond. Some one was fishing most of the time, and many wonderful fish came to the surface.

The Freshmen had a tempting display of home made candy, and no table was better patronized than theirs. The parlor was made especially attractive by the Alumni Committee, who offered for sale all kinds of articles, contributed by loyal alumni. Also at this table fruit punch and chafing dish dainties were served by this enterprising committee.

The supper, as usual, was an attractive feature and was well patronized, it being necessary to set a second table.

After the supper, a pleasing entertainment was given in the chapel parlor. Following is the program:

Country Waltz Song,	School Chorus.
Shadow Pantomime, Mary Jane and Benjamin,	
Characters,	
Her Father,	Elton Keene.
Benjamin,	Ernest Bisbee.
A Titled Lover,	Charles Hamlin.
Mary Jane,	Edith Thurston.
Monologue, At The Other End of the Wire,	Ola Hutchins.
Farce, Tried and True,	

Characters.

Mrs. Rogers,	Florence Eaton.
Her daughters:	
Dorothy,	Lillian Buck.
Theodora,	Mildred Hapgood.
Marie,	Bertha Thurston.
Hester,	Margaret Walker.
Miss Lucinda Phelps,	Gertrude Cobb.
Miss Laura Bose,	Mona Martyn.
Schoolgirls:	
Janet,	Alice Smith.
Isabel,	Helen Spencer.
Rosa, the maid,	Molly Stanley.
Porter,	Lawrence Philbrook.

Between acts, instrumental music was furnished by Miss Hapgood and Miss Hall, also a song, "Love in May," by Misses Martyn, Barker, Hutchins and Walker.

About \$120 was cleared, which will be used by a committee, composed of the teachers and one member from each class, for the best interests of the school.

MANNERS ON THE STREET.

(Fifteen Minute Composition.)

I whispered twice, and I must write
A composition good, tonight.
He read us, "Manners on the Street,"
It said that we should never eat,
And throw our apple-cores about
So the street cleaner'd find it out.
I'm in a hurry, so I write
That we should always be polite.
Don't pass your friends without a bow,
Unless you'd show ill manners now.
And, there, be modest, do not laugh,
Nor, of the sidewalk, take but half;
'Twere better far to use the street,
Than crowd the aged whom you meet.
Don't write your name on fence or wall,
It shows ill breeding, worst of all.
I've spent just fifteen minutes now,
'nd I can spend no more, I vow,
Because my French and 'Rithmetic
Are calling, and I'll hasten quick.

CONUNDRUMS.

What young lady never goes out without a guard?

What young lady of the Junior Class has a great ambition to be a glover?

What young man aspires to go to Eton?

What young lady is very fond of bacon?

What lumberman's daughter has a forest in her care?

What young lady is very fond of a certain cook's son?

What young lady is very fond of beans?

What young man thinks that, "All Barkers are not biters?"

What young man still likes dolls?

What young lady would like to be a smith?

What young man is interested in birds, especially martins?

What young lady desires to be keen?

What young lady is now cross, and, if she is an old maid, always will be cross?

What young man takes a fan with him, even in winter?

What young lady has fits?

What pupil would be most useful in haying time?

If you saw Gard eating an apple, what might you say to him?

Who are the sharpest boys in school?

Whom should we include in the school menagerie?

What pupils remind one of Saturday night?

Why doesn't Margaret face the desk in Sr. English?

"Education begins the gentlemen, but reading, good company and reflection must finish him."—Locke.



G. A. BASKET BALL TEAM.

BACK ROW:	HAMLIN,	BISBEE, Mgr.,	PINGREE.
FRONT ROW:	VAIL,	KING,	ROBERTSON, Capt., MASSEY.



ATHLETICS

Basket Ball.

During the past winter, the people of Bethel and vicinity have had an opportunity to witness some of the best basket ball games that have been played in the State of Maine this year.

For several years, Gould's has maintained first-class teams, winning a generous proportion of the games played, but not until this year, have we been able to finish the year without a single defeat. The leading newspapers of the State have seen fit to call us the "Champion Prep School Team of Maine," and we most modestly accept the title as our rightful heritage.

The unparalleled success of the team this year is largely due to the skillful leadership of Captain Robertson, the efficient coaching of Coach Bankart, and above all, to the diligent and

faithful practice of each individual player. The second team also deserves great credit for the hard and fast practice it has given the first team from day to day.

Manager Bisbee arranged an excellent schedule of games, as is shown from the following list of games played.

GORHAM HIGH ALUMNI AT BETHEL.

Gould's, 32; Gorham Alumni, 13.

Gould's played the first game of the season with Gorham High Alumni at Bethel, Nov. 1, and won easily in a slow game.

The line up.

GOULD'S.	GORHAM.
Robertson, r. f.,	l. b., Wheeler.
King, l. f.,	r. b., Kimball.
Pingree, c.,	c., Sullivan.
Massey, r. b.,	l. f., Morgan.
C. Hamlin, l. b.,	r. f., Hamlin.

Score—Gould's, 32, Gorham, 13. Goals from floor—Robertson 2, C. Hamlin 4, Massey 2, Pingree 3, Hamlin 2. Goals from fouls—King 10, Morgan 9. Referee and Umpire—Twaddle and Hamlin alternating.

BERLIN HIGH AT BERLIN.

Gould's, 36; Berlin High, 13.

Gould's went to Berlin Nov. 15th and won a decisive victory over Berlin High. The fast passing of Gould's was the feature of the game.

The line up.

GOULD'S.	BERLIN.
Robertson, r. f.,	l. b., Corbett, Donahue.
King, l. f.,	r. b., Wheeler.
Pingree, c.,	c., Cobb.
Massey, r. b.,	l. f., Parent.
Hamlin, l. b.,	r. f., Babson.

Score—Gould's 36, Berlin 13. Goals from floor—Robertson 5, King 4, Pingree 5, Massey 1, Hamlin 2, Babson 1, Parent 2, Wheeler 2. Goals from fouls—King 2, Wheeler 3. Referee and Umpire—Abbott and Twaddle alternating.

BETHEL CYCLONES AT BETHEL.

Gould's, 42; Cyclones 5.

Perhaps the most spectacular game of the season was played Nov. 21st, when the Bethel Cyclones matched their strength against Gould's skill. As usual, when strength contests against science, strength was left far in the rear.

The line up.

GOULD'S	TOWN TEAM.
Robertson, H. Coolidge, r. f.,	l. b., Bowler.
King, l. f.,	r. b., Mason.
Pingree, c.,	c., Wight, Carter
Massey, r. b.,	l. f., Stanley.
Hamlin, E. Coolidge, l. b.,	r. f., Merrill.

Score—Gould's 42, Town Team 5. Goals from floor—Robertson 4, King 6, Pingree 6, Massey 1, Hamlin 3, E. Coolidge 1, Stanley 1, Bowler 1. Goals from fouls—Bowler 1. Referee—Twaddle.

BERLIN HIGH AT BETHEL.

Gould's, 72; Berlin High, 8.

The return game with Berlin High was played at Bethel Dec. 20th, and resulted in an overwhelming defeat for Berlin. The game was clean and fast, though too one sided to be very interesting.

The line up.

GOULD'S.	BERLIN.
Robertson, r. f.,	l. b., Corbett.
King, l. f.,	r. b., Donahue.
Pingree, c.,	c., Brown.
Massey, r. b.,	l. f., Wheeler.
H. Coolidge, Brooks, l. b.,	r. f., Parent.

Score—Gould's 72, Berlin 8. Goals from floor—Robertson 10, King 9, Pingree 12, Massey 4, Wheeler 2, Donahue 2. Goals from fouls—King 2. Referee, Twaddle.

PORTLAND HIGH AT BETHEL.

Gould's, 45; Portland High, 8.

Gould's met Portland High at Bethel Jan. 3. and won a victory that was a surprise to the most hopeful enthusiasts. The lightning passing and all round team work of Gould's was shown to better advantage than in any previous game.

The line up.

GOULD'S.	PORTLAND HIGH.
Robertson, r. f.,	l. b., Cressey.
King, l. f.,	r. b., Chase, Spear.
Pingree, c.,	c., Tolford.
Massey, r. b.,	l. f., Woodman.
Hamlin, l. b.,	r. f., O'Connell.

Score—Gould's 45, Portland 8. Goals from floor—Robertson 6, King 7, Pingree 3, Massey 2, Hamlin 2 O'Connell, Woodman 2, Chase. Goals from fouls—King 5. Referee—Bankart.

HEBRON ACADEMY AT BETHEL.

Gould's, 22; Hebron, 21.

The roughest game of the season was played Jan. 17, resulting in a victory for Gould's over Hebron by a score of 22 to 21.

The game was delayed half an hour by Hebron's refusal to play unless their referee could act for the whole game, contrary to previous arrangement, and contrary to all established precedents in the basket ball relations of the two schools. Rather than call the game off, Gould's yielded, and the game was played with referee Horton of Hebron in charge.

It was literally a fight from start to finish, and all too rough to be appreciated by a Bethel audience who stand for good clean basket ball. There was an apparent purpose in much of the roughness, as shown in an evident determination on the part of Hebron to put Hamlin out of the game. As a result there were many mix-ups and more or less rough and tumble. Hamlin and Keough were removed four minutes before the end of the last half. The score was then, Gould's, 19; Hebron, 13. With Hamlin out, this lead was reduced to one point when the whistle blew.

The line up.

GOULD'S.	HEBRON.
Robertson, r. f.,	l. b., Soule
King, l. f.,	r. b., Sawyer, Joi.
Pingree, c.,	c., Welch.
Massey, r. b.,	l. f., Keough, Leslie.
Hamlin, Vail, l. b.,	r. f., Wilson.

Score—Gould's 22, Hebron 21. Goals from floor—Robertson 2, King 2, Pingree 2, Massey, Vail, Keough 3, Welch 2, Leslie, Joi. Goals from fouls—King 6, Wilson 7. Referee—Horton. Umpire—Bankart.

EDWARD LITTLE AT BETHEL.

Gould's, 70; Edward Little, 8.

Gould's met the Edward Little High team Jan. 24, at Bethel, resulting in a decided victory for Gould's. Edward Little has a lively team, but was outplayed by Gould's at every point.

The line up.

GOULD'S.	EDWARD LITTLE.
Robertson, r. f.,	l. b., Skinner.
King, l. f.,	r. b., Solman.
Pingree, c.,	c., Daicey.
Massey, r. b.,	l. f., Heyward.
Hamlin, Vail, l. b.,	r. f., Stetson.

Score—Goulds 70, Edward Little 8. Goals from floor—Robertson 6, King 12, Pingree 10, Massey 3, Hamlin 2, Vail, Stetson, Daicey, Solman. Goals from fouls—King 2, Skinner 2. Referee—Twaddle.

BATES 1910 AT BETHEL, JAN. 31.

Gould's, 48; Bates 1910, 4.

In this game, Gould's worked their signal plays to perfection. At the end of the first half the score was 28 to 1. During the last half, Vail and Coolidge were substituted for King and Massey. The game was absolutely free from roughness.

The line up.

GOULD'S.	BATES 1910.
Robertson, r. f.,	l. b., Bolster.
King, Coolidge, l. f.,	r. b., Harriman.
Pingree, c.,	c., Dorman.
Massey, Vail, r. b.,	l. f., Lynch.
Hamlin, l. b.,	r. f., Cobb.

Score—Gould's 48, Bates 1910 4. Goals from floor—Robertson 9, King 5, Coolidge 2, Pingree 5, Massey, Vail, Lynch. Goals from fouls—King, Vail, Cobb 2. Referee—Twaddle.

WESTBROOK SEM. AT WESTBROOK.

Gould's, 35; Westbrook Seminary, 17.

Feb. 7th, Gould's journeyed to Westbrook and added another to her long

list of victories by defeating the strong Seminary team in a hard and fast game, marked by many brilliant plays by both teams.

The line up.

GOULD'S.	WESTBROOK.
Robertson, r. f.,	l. b., Millay.
King, l. f.,	r. b., Nagai.
Pingree, c.,	c., Burns.
Hamlin, r. b.,	l. f., Blossom.
Massey, l. b.,	r. f., Nutting.

Score—Gould's 35, Westbrook 17. Goals from floor—Robertson 3, King 6, Pingree 4, Hamlin, Massey, Nutting 2, Burns 3. Goals from fouls—King 5, Nutting 7. Referee and Umpire—Holmes and Twaddle alternating.

WESTBROOK AT BETHEL, FEB. 21.

Gould's, 27; Westbrook Sem., 16.

Gould's played the return game with Westbrook at Bethel Feb. 21, resulting in a victory for Gould's by the score of 27 to 16. Gould's did not play the game as fast as usual. The first half ending in a tie, 12 to 12; but in the second half Gould's braced up, and scored 15 points while Westbrook was getting 4.

The line up.

GOULD'S.	WESTBROOK.
Robertson, r. f.,	l. b., Holmes, Millay.
King, l. f.,	r. b., Otis.
Pingree, c.,	c., Burns.
Hamlin, r. b.,	l. f., Blossom.
Massey, l. b.,	r. f., Nutting.

Score—Gould's 27, Westbrook Sem. 16. Goals from floor—Robertson 3, King, Pingree 3, Hamlin 2, Massey, Nutting 2, Burns 3, Millay. Goals from fouls—King 7, Nutting 4. Referee and Umpire—Holmes and Twaddle alternating.

PORTLAND HIGH AT PORTLAND.

Gould's, 33; Portland High, 22.

On Saturday afternoon, Feb. 29, Gould's played the return game with Portland High in the Y. M. C. A. Gym. The game was hard fought from start to finish, though Gould's was never in danger. The score at the end of the first half was 23 to 6. In the second half, Vail was substituted for Hamlin,

owing to a little controversy, although Weir, who was disqualified by Portland's referee, for roughness, was allowed to remain in the game.

The line up.

GOULD'S.	PORTLAND HIGH.
Robertson, r. f.,	l. b., Spear, Chase.
King, l. f.,	r. b., Weir.
Pingree, c.,	c., Cressey.
Hamlin, Vail, r. b.,	l. f., Woodman.
Massey, l. b.,	r. f., Russell, Abbott.

Score—Gould's 33, Portland High, 22. Goals from floor—Robertson 3, Pingree 6, Hamlin 2, Massey 3, Vail, Woodman 2, Cressey 2, Weir 4, Russell 2. Goals from fouls—King 3, Weir 2. Referee and Umpire—Holmes and Twaddle alternating.

GOULD'S SECOND TEAM.

Gould's Second basket ball team is a fast aggregation of young players, and will furnish some excellent material for next year's first team. They have given the first team this year some hard and fast practice, and have played two games with outside teams, winning both, as shown below.

GOULD'S ALUMNI VS GOULD'S SECOND.

December 13th, Gould's Second team played the Alumni in the G. A. Gym. The second team showed up well and won by above score.

The line up.

GOULD'S 2nd.	ALUMNI.
Brooks, Herrick, l. f.,	r. g., Stanley.
Brown, c.,	c., Carter.
H. Coolidge, r. g.,	l. f., Richardson.
E. Coolidge, l. g.,	r. f., Bowler, Barker.

Goals from field—Keene 1, Brooks 1, Brown 1, H. Coolidge 2, Herrick 2, Stanley 1, Barker 3. Goals from fouls—E. Coolidge 2, Carter 1. Umpire—Robertson Referee—Twaddle.

GOULD'S 2nd, vs OXFORD HIGH AT BETHEL FEB. 14.

Gould's second played Oxford High at Bethel Feb. 14, and won by a score of 51 to 11. The second team played a fast game, and easily outclassed their opponents.

The line up.

GOULD'S 2nd.	OXFORD HIGH.
Chapman, r. f.,	l. b., Bowie.
Littlehale, Brooks, l. f.,	r. b., Flood.
Goals from fouls—E. Coolidge 3, H. Delano	
H. Coolidge, r. b.,	l. f., Thayer.
E. Coolidge, l. b.,	r. f., H. Delano.

Score—Gould's 2nd, 51, Oxford, 11. Goals from floor—Chapman 6, Littlehale 3, Vail 7, H. Coolidge 7, E. Coolidge, H. Delano 3. Goals from fouls—E. Coolidge 3, H. Delano 5. Referee and Umpire—Twaddle and Adams alternating.

GIRLS' BASKET BALL.

During the latter half of the fall term, the girls commenced to play basket ball, and organized three teams. At present there are two teams, evenly matched. They have practiced regularly twice a week and show considerable improvement. Two evenings they had the services of the coach, who gave them some good points. On December twenty-seventh, a public game was played between the first and second teams, which was won by the first. There was a good audience. Two games were arranged with the girls of the Berlin High School, but the latter was obliged to cancel them for financial reasons. Gould's has been unable to secure any other games, but the majority of the girls still keep up their interest in the regular practice.

"Press on! there's no such word as fail;
Press nobly on! the goal is near—
Ascend the mountain! breast the gale!
Look upward, onward—never fear!
Why shoud'st thou faint? Heaven smiles
above,
Though storm and vapor intervene;
That sun shines on, whose name is Love,
Serenely o'er life's shadow'd scene."

Park Benjamin.

"I would not waste my spring of youth
In idle dalliance: I would plant rich seeds
To blossom in my manhood, and bear fruit
When I am old"—Hillhouse.



EXCHANGES.

We are glad to welcome so many new exchanges, and we also extend a hearty welcome to all the old friends. Nearly all contain matter well written and well arranged.

One paper that attracted our special notice was, "The Caeduceus," whose stories are all written by the younger students.

The following are found on our table:

- "Freedom Academy Echo."
- "The Academy Bell."
- "Bates Student."
- "The Maine Campus."
- "The Stranger."
- "The Racquet."
- "The Par Sem."
- "The High School Register."
- "The Aquilo."
- "The E. L. H. S. Oracle."
- "The Caeduceus."
- "Bowdoin Orient."
- "The Item."

Teacher—"How many sides has a Circle?"

Student—"Two, sir."

Teacher—"Please explain."

Student—"Why inside and outside."

Ex.

Mistress—"Now remember, Bridget, the Joneses are coming to dinner to-night."

Cook—"Leave it to me, mum, I'll do me worst! they'll never trouble you again."

"You can't come in my English class; I don't want you any more; You'll be sorry when you see Flunks appearing by the score. I told you not to whisper, I told you not to laugh; You've got to be an angel To stay in my English class."

Ex.

"Man wants but little here below,"

As has been said before,
The "little", man keeps wanting,
though,

Just a little more.

"In what course will Philip graduate, Mr. Armstrong?"

Mr. Armstrong:—"In the course of time, by the looks of things."

Ex.

College maid, ere we part,
Give me back, no not my heart,
But my class pin and that ring,
Football picture, everything
That I bought and gave to you,
When our college love was new."

Ex.

A professional humorist was having his shoes shined—"What is your father's occupation?" he asked of the boot black.

"He's a farmer," meekly answered the boy.

"Ah!" murmured the humorist, "the father makes hay while the son shines."

APPLIED MATHEMATICS.

"My daughter," and his voice was stern,

"You must set this matter right,

What time did that Sophomore leave the house

Who sent in his card last night?"

"His work was pressing father dear, And his love for it so great,

He took his leave and went away Before a quarter of eight."

Then a twinkle in her bright blue eye,

And her dimple deeper grew,

"'Tis surely no lie to tell him that For a quarter of eight is two."

Ex.

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and Best Fitting
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Academic
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Normal;
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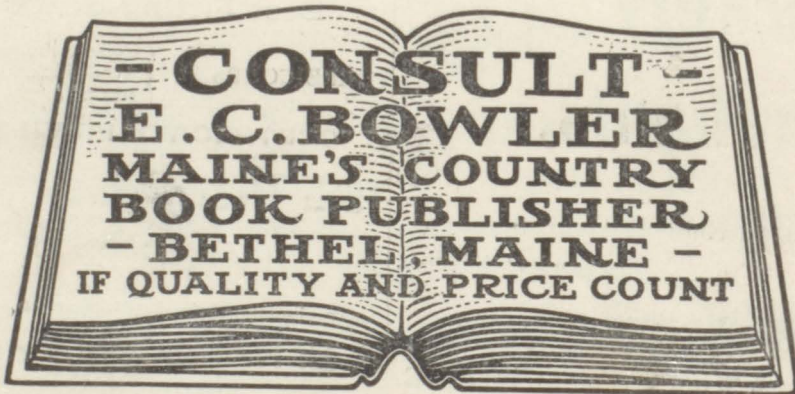
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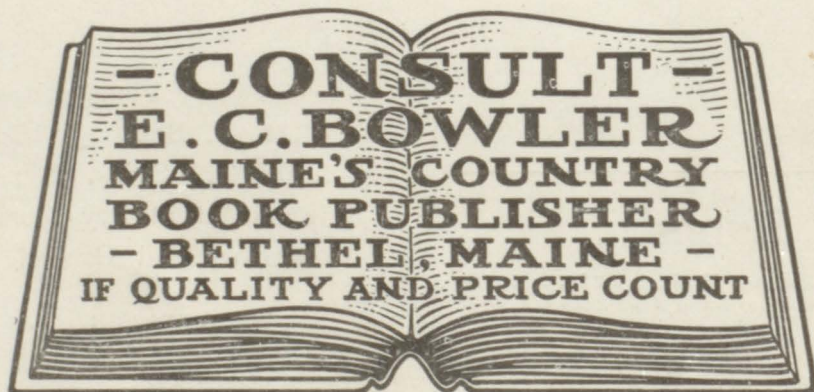
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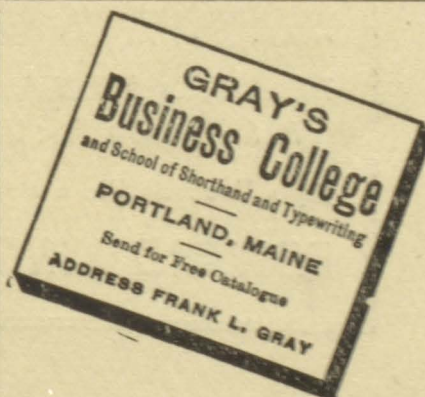
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